AN ETHICAL ARMY LEADERSHIP - REAL OR WANTING?

BY

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Ethics and ethical behavior are critical issues for the military. This subject is considered to be so important that it is the theme that underlies the motto of the United States Military Academy at West Point - "duty, honor, country." Ethical conduct is a required behavior of every soldier and yet there are frequent reports of ethical lapses, even among the most senior, the most influential of our military leaders. (continued)

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This study addresses this issue of ethics and asks the question, "Is the ethical climate of the army in need of significant improvement?" It examines past studies of military professionalism, writings on the subject of ethics in the military and the results of a survey of the students of the US Army War College class of 1988 as to their assessment of their Brigade/Brigade equivalent commanders, during their tenure as battalion commanders.

The conclusions and recommendations of this study address perceived weaknesses in our Army Schools System, senior officer leadership at the highest levels and the Army Officer Evaluation Report System.

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AN INDIVIDUAL STUDY PROJECT

by

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CHAPTER I

INTRODUCTION

Ethics and ethical behavior are subjects that are sure to
evoke an emotional discussion among military officers. These
discussions frequently center around "war" stories about this
colonel or general or that sergeant that was caught in a
compromising situation. But the issues of ethics and ethical
behavior reach far beyond the stories of personal compromise,
those "stupid acts" frequently involving "sex, money or
airplanes," that achieve instant but short lived publicity.
During the early 1970's, ethics discussions focused on the events
of the "Vietnam War." These stories were normally not about
sexual misadventures but more often were reports of poignant and
at times revolting incidents of body count, the crimes of My Lai,
of torture, rape and other crimes against humanity, committed by
soldiers of the United States of America. That generation, my
generation, also became caught up in reports of NCO and Officer
Club scandals, the buying and selling of favors involving leaders
at the highest levels of our military leadership and we were
shocked or titillated to hear the names of a Provost Marshall of
the Army and Sergeants Major that had placed personal gain above
duty, honor, country. But those were "war stories" in the
literal sense of the word; we were at war and in war soldiering
is a dirty business that brings out the worst or best in men.

Today, more than 10 years have passed since the last of the POW's were released and we now can discuss the ethics of that era in a more "objective and detached" manner.

Just as we felt it was safe to step back in the "figurative water" the reports of 1987 brought us stories of further compromise by "senior military men" serving at the highest levels of our government; by a USMC lieutenant colonel, a naval academy graduate, who assumed presidential prerogatives; of an admiral that did not tell the president the "whole" story, for to do so would have required the president to accept responsibility for the actions of his office; and others that violated the trust of their office, were similarly motivated by their personal definition of what was right and wrong, advancing as justification for their acts the logic that, in their cases, the ends justified the means. But this was peacetime and in peace soldiering is a dirty business that brings out the worst or best in men.

The underlying theme of our public troubles of the 1960's, 70's and 80's involve an ethical dilemma. This dilemma comes from the conflict between "self interest" and "selfless service." This is the conflict that brings out the worst and best in men, and this is what was, is and will always be troubling to a society whose very purpose is based on the elements of: national independence; preservation and expansion of human freedoms; individual dignity and equality under the law and the human rights to life, liberty and the pursuit of happiness.[1]

For our military to operate in a manner consistent with those tenets of our national purpose, our military leaders must manifest the highest of ethical values in their lives. They must clearly demonstrate their commitment to "selfless service" and by their words and actions show their intolerance for those whose behaviors are driven by self interest. The requirement of the leader to set the standard, to live a life of unquestionable integrity and commitment to the highest of ethical standards is not an easy task, but nevertheless, it is key to the very success or failure of the military forces charged with the security of our nation. "The leadership of the .....commander..... and his principal staff officers sets the climate or tone for the entire unit. It is difficult to underestimate the profound effect that an exceptionally good or exceptionally poor commander can have on a units performance and morale." [2]

The purpose of this study is to determine if the senior leaders of the United States Army are developing and fostering an ethical climate within their organizations. This study has integrated the results of previous studies of senior officer ethics with the results of a survey of the Army War College (AWC) class of 1988. In this survey the AWC students were requested to assess the "ethics" of their immediate superiors (brigade/brigade equivalent commanders) during their "05" command tour. The "senior" officers evaluated in this survey are considered to be typical of the emerging leadership of today's army. The AWC students interviewed probably had a relatively favorable relationship with these same superiors. If this was not the case

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these students probably would not have a performance record that would have qualified them for senior service school attendance. Therefore an assumption of a positive bias exists in the student responses. While this potential for positive bias must be recognized it does not invalidate the respondents' opinions. It is believed that a more exhaustive survey of "all" battalion commanders would probably result in a less favorable assessment of the "ethics" of their immediate superiors.

This survey targeted eleven specific behaviors to determine if the senior leaders in question manifested appropriate ethical standards and developed and sustained ethical values within their commands.

STATEMENT OF THE PROBLEM

To determine if senior army commanders are promoting and sustaining an ethical climate within their commands by their institutional policies, leadership and example.

HYPOTHESIS

That the ethical climate within the army is not in need of significant improvement.

ENDNOTES

1. U.S. Department of the Army, Field Manual 100-1, p.2.
2. Donald D. Penner, et al., Field Grade Officer Leadership, p. 1

CHAPTER II

INVESTIGATIVE PROCEDURES

Literature research sought to identify behaviors of senior army officers that are of concern to the army leadership. The widely recognized Chief of Staff directed 1970 USAWC Study on Military Professionalism (1) provided seven "frequently recurring specific themes describing the variance between ideal and actual standards of behavior in the officer corps (being): selfish, promotion oriented behavior; inadequate communications between juniors and seniors; distorted or dishonest reporting of status, statistics or officer efficiency; technical or managerial incompetence; disregard for principles but total respect for accomplishing even the most trivial mission with zero defects; disloyalty to subordinates; senior officers setting poor standards of ethical/professional behavior."[1]

A 1987 USAWC Military Studies Project titled "Ethics - Do Senior Officers Walk Where They Talk,"[2] included 43 questions(see Appendix 1) of which this author grouped 40 of these questions into the above seven and four additional themes. These additional themes were: the commander as a teacher of ethical standards/values; the commander's policies and behaviors relative to race relations and equal opportunity; the commander as a "confronter" of subordinates and the commander's tolerance of failures and mistakes.

These eleven "themes" defined by the 1970 and 1987 AWC studies provided the framework for the questions that were administered to the 1988 AWC class (see Appendix 2).

The process utilized to develop the 1988 AWC questionnaire is described in detail in Appendix 3.

The responses to the 43 questions of the 1987 study were made on a nine point Lickert scale indicating gradations in the degree of agreement with the question. The responses to the eleven questions in the 1988 study were on a yes or no basis, indicating that the commander in question either did or did not demonstrate the behavior in question. The grouping of the 1987 study questions permitted the comparison of the statistical analysis of those results with the statistical analysis of the responses to the eleven questions in the 1988 survey. Since the response scales to the questions differed, an absolute comparison of the results of the questionnaires could not be made but a relative comparison could be made of the areas of greatest concern (most negative assessment). The 1988 survey differed from the 1987 by including two demographic variables (branch of rater and specific branch of respondent) that permitted a comparison of the responses of officers of the same branch and officers of different branches from their raters and permitted a comparison of the assessments of Combat Arms, Combat Support and Combat Service Support commanders/raters.

The 1988 survey was personally administered by the author of this study and included 11 behavior and 6 demographic questions in addition to an open-ended question that invited the respondents to give their opinions of their raters as leaders and ethical role models. The interviewer (author) gave the respondents a brief "read in" explaining the purpose of the

interview, the background that resulted in the formulation of the questions used and the purposes and form that the respondents remarks would take in the final report. Each respondent was informed that the interview was on the basis of non-attribution and any narrative remarks would be "sanitized" to protect the anonymity of the respondents. The respondents were given a copy of the questions being asked. The interviewer clarified any questions of the respondents and transcribed the respondents verbal replies to each question on a separate copy of the question sheet. The respondents were asked to describe all brigade/brigade equivalent commanders that they served under during their 05 level command tour for which they could provide an objective assessment. Each question was addressed to the respondent for all commanders/raters he had served under before going on to the next question.

The officers to be interviewed were identified by reviewing the assignment history of the AWC class of 1988 and then selecting as potential respondents the first 32 active component army officers in alphabetical order that had served as battalion/battalion equivalent commanders. One potential respondent was deleted from the sample because his immediate commander/rater was a full General (0-10), and therefore was not typical of the population of officers being assessed.

The demographic data obtained for each respondent and his commander/rater permitted the comparison of responses between sub-elements of the 1987 and 1988 officer sample surveyed and

allowed gross comparisons between the 1987 and 1988 responses by sub-element.

The literature search assisted in the understanding of the results of the three studies and provided insights into potential actions that may modify senior officer behavior in such as way as to improve the ethical climate of the army.

ENDNOTES

1. U.S. Army War College, Study on Military Professionalism, p.31.

2. Joseph O. York, LTC. et al. Ethics - Do Senior Officers Walk Where They Talk, Appendix I.

CHAPTER III

QUESTIONNAIRE RESPONSES AND ANALYSIS OF SURVEY DATA

The 1987 survey questionnaire utilized a Likert scale with
nine possible responses ranging from strongly agree to agree to
undecided to disagree to strongly disagree. This scale is
illustrated below:

Strongly   Agree   Undecided   Disagree   Strongly
Agree   Disagree

    1   2   3   4   5   6   7   8

"Each response was weighted from +4 through -4, with 0 being
the middle ground. The sign of the numerical value was adjusted
so that a negative response (e.g., -3) always denoted a negative
ethical climate.... Thus arithmetic means could be determined and
manipulated statistically for evaluation and analysis."[1]

The 1988 survey questionnaire utilized a yes/no response to
indicate that the commander/rater in question either did or did
not manifest the described behavior. The responses were coded 1
for a behavior that denoted a negative ethical climate and a 2
for a behavior that denoted a positive ethical climate. The
resultant mean numerical value (e.g., 1.73) minus 1 resulted in
the proportion (e.g., .73) of the respondents that replied in a
manner that denoted a positive ethical climate for that question.
This value permitted the statistical manipulation of the
responses for further evaluation and analysis.

The "response to the 1987 questionnaire was exceptional. Of the 177 sent out, 137 were returned, for a return rate of 77%. Only 61 questionnaires were required to be returned in order to ensure a 95% confidence level in the results of the survey population. Overall, the responses to the questions were positive in the sense that the officers surveyed perceived a positive ethical climate as fostered by their raters."[2]

The response to the 1988 questionnaire was assured to be 100% since the author personally interviewed each of the 31 respondents. The total number of commanders/raters described was 62 since most of the respondents served under more than one commander/rater during their command tour. Overall, the responses to the questions in the 1988 survey were positive, meaning that more officers described their raters in positive than in negative terms.

The statistical data for the 1987 and 1988 studies for the total number of observations is provided below:

1987 Survey of Senior Officer Values

Number of valid observations = 118

Label	Mean	Std Dev	Minimum	Maximum
Competence	2.25	2.16	-4	4
Race Relations	2.24	1.54	-3.33	4
Commun Climate	1.52	1.79	-2.6	4
Understands Mistakes	.99	2.38	-4	4
Confront Subordinates	1.39	1.65	-3.33	4
Loyal to Subordinates	1.85	2.19	-4	4
Distorted Reporting	2.17	1.86	-4	4
Bends Ethical Stds	1.98	1.59	-2.8	4
Prom Orient Behav	1.73	1.75	-3.5	4
Poor Personal Ethics	1.97	1.78	-2.67	4
Teacher of Ethics	.93	1.83	-4	4

1988 Survey of Senior Officer Values

Number of valid observations = 62

Label	Mean	Std Dev	Minimum	Maximum
Competence	1.84	.37	1	2
Race Relations	1.87	.34	1	2
Commun Climate	1.71	.46	1	2
Understands Mistakes	1.76	.43	1	2
Confront Subordinates	1.84	.37	1	2
Loyal to Subordinates	1.84	.37	1	2
Distorted Reporting	1.97	.18	1	2
Bends Ethical Stds	1.76	.43	1	2
Prom Orient Behav	1.76	.43	1	2
Poor Personal Ethics	1.84	.37	1	2
Teacher of Ethics	1.63	.49	1	2

The analysis of this data established that four of five of the 1987 groupings of questions and of the 1988 questions, with the lowest scores, were the same. The four most "negative" areas were: "the commander as a teacher of ethics/values," "the commander as a facilitator/creator of a positive communications climate," "the commander that was tolerant of honest mistakes and failures," and "the commander whose behavior was motivated by selfish, promotion oriented motives." The lowest score on both surveys was for the question pertaining to "the commander as a teacher of ethics/values." These four questions (themes) were considered to be the areas in which the respondents' commanders/raters were most deficient (to be, considered "key values" from this point on) and were selected for further assessment by subsets of the 1988 survey sample as shown in the following paragraphs.

A comparison through the use of the pooled estimate of the proportions was made between the 1988 assessments of Combat Arms raters and Combat Service Support raters for each of these "key values," with the following results:

formulas used- t-test of proportions with n1+n2-2 degrees of freedom.

$$t_{(n1+n2-2)} = \frac{\hat{p}1-\hat{p}2}{\sqrt{\hat{p}(1-\hat{p})}\sqrt{\frac{1}{n1}+\frac{1}{n2}}} \qquad \hat{p}_1 = \frac{X_1}{n_1} \qquad \hat{p}_2 = \frac{X_2}{n_2}$$

$$\hat{p} = \frac{X1+X2}{n1+n2} \qquad X1=(\hat{p}1)(n1) \quad X2=(\hat{p}2)(n2)$$

results were:
value (teacher) $t_{(60)}$ = .833

value (communicator) $t_{(60)}$ = -.29

value (tolerant) $t_{(60)}$ = -.865

value (promotion oriented) $t_{(60)}$ =.06

Based on a two tailed t-test there was not a significant difference at the 90% level of confidence between the assessments of the Combat Arms commanders/raters and the Combat Service Support commanders/raters on these "key values."

A comparison through the use of the pooled estimate of the proportions was made between the 1988 assessments of commanders/raters with the same branch as the study respondent

and commanders/raters with a different branch from the study
respondent.

value (teacher)   t   = .33
                    (60)

value (communicator) t   = -1.21
                        (60)

value (tolerant) t   = -2.20
                    (60)

value (promotion oriented) t   =   -2.20
                                (60)

Based on a two tailed t-test there was not a significant
difference at the 90% level of confidence between the assessments
of commanders/raters with the same branch as the survey
respondent and commanders/raters with a different branch from the
survey respondent for the "key values" of "teacher" and
"communicator" but a significant difference did exist between
these subgroups for the "key values" of "tolerant" and "promotion
oriented behavior" with both cases indicating that
commanders/raters of the same branch as the survey respondent
were evaluated more negatively than commanders/raters with a
different branch from that of the survey respondent. Demographic
data was not available in the 1987 survey to either confirm or
refute the above.

A comparison through the use of the pooled estimate of the
proportions was made between the 1988 assessments of
brigade/brigade equivalent commanders of TOE units and
brigade/brigade equivalent commanders of TDA units.

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value (teacher) t   = -1.20
                 (60)

value (communicator)   t   = .88
                          (60)

value (tolerant)   t   = .26
                  (60)

value (promotion oriented)   t   = .26
                               (60)

Based on a two tailed t-test there was not a significant
difference at the 90% level of confidence between the assessments
of brigade/brigade equivalent commanders of TOE and TDA units on
these "key values."

Comparison through the use of the pooled estimate of the
proportions was made between the 1988 assessments of Colonel
commanders/raters and BG/MG commanders/raters.

value (teacher)   t   = -.46
                 (60)

value (communicator)   t   = -1.46
                          (60)

value (tolerant)   t   = -1.966
                  (60)

value (promotion oriented)   t   =   -1.153
                               (60)

Based on a two tailed t-test there was not a significant
difference at the 90% level of confidence between the assessments
of Colonel commanders/raters and BG/MG commanders/raters for the
"key values" of "teacher," "communicator," or "promotion
oriented" but there was a significant difference between these

two subsets of the sample for the "key value" "tolerant." The
Colonel commanders/raters were evaluated more negatively than the
BG/MG commanders/raters. A two tailed t-test of the results of
the 1987 survey showed a significant difference at the 90% level
of confidence (for both a pooled variance estimate and a separate
variance estimate) between the assessments of these two subsets
for the "key values" of "communications,""tolerant" and
"teacher." For the 1987 survey the Colonel commanders/raters
were evaluated more negatively than the BG/MG commanders/raters.

Several other comparisons using the pooled estimate of the
proportions were made of the following subsets of the 1988 study
sample.

Colonel commanders of TOE units relative to Colonel
commanders of TDA units.

Combat Arms Colonel commanders relative to Combat
Service Support Colonel commanders.

Commanders of TOE units in CONUS relative to commanders
of TOE units OCONUS.

Colonel/Combat Arms commanders in CONUS relative to
Colonel Combat Arms commanders OCONUS.

Based on a two tailed t-test there was not a significant
difference at the 90% level of confidence between the assessments
of any of the above subsets of the sample for any of the "key
values."

A review of each subset of the sample for all eleven values resulted in the identification of one area of concern where one subset of the sample was scored very low relative to the mean assessment of the total sample for that value.

For the value "race relations" Combat Service Support commanders/raters were given a positive assessment 63% of the time opposed to a mean positive assessment of 87% for the total sample. A comparison through the use of the pooled estimate of the proportions resulted in a t-test value of $t_{(68)} = 1.7429$

Based on a two tailed t-test there was a significant difference at the 90% level of confidence between the assessments of the total sample of commanders/raters and the Combat Service Support commanders/raters for the value "race relations." The Combat Service Support commanders/raters were evaluated more negatively than the total sample of commanders/raters.

Written Comments

The 1987 and 1988 surveys both provided the respondents the opportunity to give their unstructured opinions of their commanders/raters as a leader and ethical role model. The comments provided generally represented the full continuum of possible responses; some very good, many average and some very poor.

A sample of the positive comments follow:

"Very positive, did a terrific job as a role model"

"Epitomized what a leader should be, went out of his way to find something nice to say"

"He was everything that the army thinks a leader should be, strong ethics, fair but hard, no nonsense, strong religious basis of values, not devious, you knew where you stood"

"He upheld all the ethical, professional and leadership standards we seek in our senior commanders"

"He made it clear that integrity was non-negotiable"

"Solid as a rock in the area of ethics, integrity and honesty; he had fun at his job, he enjoyed what he was doing"

"Textbook Brigade commander, did all things as they should have been done, brought the brigade a long way"

"Quiet, unimposing, outwardly and inwardly friendly, personal faith in subordinates, lead by example"

"Positive commander, pressure was not put on statistics, emphasis was on training, on the mission"

"Couldn't ask for a better guy, professionally competent, motivated people, tactically competent, hammered his staff to support his units"

"Strong moral character, did not dodge tough issues, met head on with his rater"

"Best I have ever worked for, an exceptional individual, now a BG"

The following is a sampling of the negative comments:

"Self-centered, no confidence in anyone, very insecure"

"Motivation was up the chain, me first, I want to be a general, super sensitive to higher headquarters"

"Didn't want to hear bad news"

"Was a self-seeking individual who neither cared nor helped nor guided any of his subordinates. He was a poor excuse for a commander"

"He never caught up with what he was expected to do, built a wall around himself because of his personal insecurity"

"Overpowering, aggressive, verbalized profusely on morale and ethical standards, was biased against blacks"

"Old timer, would not accept the role of women in the army"

"He had a wife in Seoul, was not around during the holidays, he was with his wife"

"Didn't listen, failed to use the chain of command, he went directly to the rifle companies with taskings"

"Was very honest but seemed to be motivated by image and his constantly looking upward"

"Was inaccessible, lead through intimidation"

"Self-motivated, focused upward, consumed with wanting to be a general officer"

"Strong brigade commander, definitely wanted to be a general officer, would not put anything at risk that would compromise that objective"

"Retired on active duty"

"Self-centered, self-serving"

"He kept book on his company commanders, would not change his opinion even if his original information was proven erroneous"

ENDNOTES

1. Joseph O. York LTC. et al., <u>Ethics - Do Senior Officers Walk Where They Talk</u>, pp. 5-6.

2. <u>Ibid</u>., pp. 6-7.

CHAPTER IV

DISCUSSION

This study provided mixed results with the described army leaders having done very well in some areas but coming up "short" in others.

The Good News

The good news is that our senior leaders are generally believed to be managerially and technically competent, loyal to subordinates, they insist on honest reporting of status and statistics, they do not condone or encourage the bending of ethical standards to accomplish demanding requirements, their personal behavior is a positive example of ethical conduct, they are not biased against blacks and they personally confront their subordinates when they are dissatisfied with their performance.

The Bad News

The bad news is focused on the four themes in which our senior leadership was rated the lowest. They were seen as not being approachable and not facilitating the creation or maintenance of a positive communications climate(in 29% of the cases); they were seen as being intolerant of subordinates' honest mistakes and failures(in 24% of the cases); they were seen to be preoccupied with personal success and promotion(in 24% of the cases) and they were noted as being uninterested in taking the lead in the teaching of ethics and values(in 37% of the cases).

Other writings on this subject may assist us in understanding the effect of deficient leadership in these areas. The theme of a deficient communications climate was seen in the statements of military leaders during the Joint Services Conference on Professional Ethics (JSCOPE) IV conducted at Fort Ben Harrison in January 1982. Major General Richard D. Lawrence, Commander, 1st Cavalry Division stated that "we must not create a leadership environment in our commands based on fear. Leaders who wake up every morning wondering if that day is the day they will be relieved, very quickly become paranoid. Such leaders create paranoid units. And a paranoid unit is a dangerous and dying unit."[1] Lieutenant General Julius Becton, Deputy Commander, TRADOC related that "Disagreement is not disrespect. We often decry the presence of "yes people," but all too frequently become intolerant of disagreement."[2]

Incidents of intolerance of honest mistakes and failures is another communications disconnect that inhibits the free flow of information that is critical to the success of a unit. LTG Becton related that "we also must demonstrate ethical thinking and behavior by accepting bad news and not shooting the messenger and yet, most of us have been places where we hate to go in and tell the 'old man' something because he is going to hang us first and someone else second."[3]

Careerism, or an officer who is preoccupied with personal success, to the detriment of the unit was noted frequently in the 1970 AWC study, the 1987 study and in the responses to the 1988 study questions. Literature provides countless examples of this

behavior, one being Galligans in which he states "motivation and ambition are desirable attributes for military officers..... yet sometimes this drive for success is oriented more toward self-aggrandizement and personal welfare than for the good of the service. The outcome is manifested as careerism, doing one's job in a manner to advance selfish ends rather than to perform a service..."[4] These selfish ends are perceived by some officers to be a temporary condition, one to become overcome when the time is right. As stated by Lewis Sorley "Some officers, unhappy with what they view as dishonest or unprofessional practices in a unit or on the part of their commander, rationalize that they will not object openly lest they jeopardize their further progress, but that when they get to a high enough position to really have some influence they will be able to bring about reform. My experience has been that this is an insidious approach, with results nearly always being that the individual who takes it wakes up one day to find that he can no longer recall the values he once sought promotion in order to advance."[5]

The last of the noted problem areas involves the apparent hesitancy of our senior military leaders to take the lead in teaching ethics/values. This "key value" by far, received the most negative assessment of any of the values described in both the 1987 study and in the responses to the questions of the 1988 study. Some possible reasons for the hesitancy of senior commanders to take the lead in this area are: that they believe that "all" officers should already be aware of the "ethical" rules; that it is a personal rather than operational issue and

difficult to talk about, much as it is difficult to talk to our son's and daughter's about the "birds and the bees;" that it is an area that may "backfire" on the commander since his "example" may not pass a critical ethics examination; and that it is difficult for the senior commander to stress values when he sees examples of compromise among his contemporaries and seniors. Dr. John Lovell acknowledges the difficulty of teaching ethics, in stating, "Military ethics can be taught and should be taught. The fact that it is difficult to teach.... that the lessons taught may not receive social reinforcement one would like from the public at large, from national leadership, or from policy goals constitutes no argument against the necessity for teaching military ethics nor against the possibility of doing so effectively."[6] Steven C. Bok tells us why we need to teach ethics. "Formal education will rarely improve the character of the scoundrel. But many individuals who are disposed to act morally will often fail to do so because they are simply unaware of the ethical problems that lie hidden in situations they confront.... By repeatedly asking students to identify moral problems and define issues at stake, courses in applied ethics can sharpen and refine the moral perceptions of students so that they can avoid these pitfalls."[7]

The teaching of ethics must be targeted at their audiences and be timely. The exhaustive study of the My Lai incident and the Beirut Massacre at the AWC is of marginal value. There is no question that these issues of criminal conduct need to be addressed but not at the expense of subjects such as the proper

ethical behavior for senior service representatives working for the executive branch (NSC), the ethical rules when dealing with congressional staffers and answering the question "Is it ever proper to lie?"

The ethical issues confronting the Basic, Advanced and Command and General Staff College programs, where not mutually exclusive have specific themes that need to be addressed to their respective audiences. For example the issue of NCO and officer relationships is critical to the basic course student but of little relevance at a senior service school. Ethics are not adequately covered at many of our service schools; we do not appear willing to provide a prescription for success in this arena and the more senior the school the more the idea of "situational ethics" is touted when you hear such statements as "pick your battles," "you only fall on your sword once," and "it all depends."

It is clear that the teaching of ethics is in need of improvement when you consider that the primary reasons officers at all levels "fail" is not because of their inability or unwillingness to perform their military duties but because of lapses of ethical judgement or just plain ignorance that results in their stepping into the ethical traps that Bok described.

Subset Comparisons - 1988 Study

Analysis of the assessments of commanders/raters with the same branch as the survey respondent and commanders/raters with a different branch than the survey respondent revealed that at the 90% level of confidence the assessments of those commanders/raters of the same branch as that of the survey respondents were evaluated more negatively than the commanders/raters with a different branch than the survey respondents for the "key values" of "tolerant" and "promotion oriented behavior." The author is unable to provide a rationale for this statistical difference.

Analysis of the responses found that a significant difference at the 90% level of confidence was shown in the assessments of Colonel commanders/raters and BG/MG commanders/raters for the "key value" of tolerance, with the more negative assessment being of Colonel commanders/raters. This difference endorses the promotion selection process in that those officers who had been selected for promotion to BG/MG generally were assessed more favorably than the assessed sample of Colonels. To come up with a different result might have lead to the conclusion that the wrong officers were selected for promotion. Happily, this is not the case. A review of the results of the 1987 study supports this conclusion.

The area of concern in which one subset of the sample was scored very low relative to the mean assessment of the total sample for that value warrants further discussion. For the race relations/equal opportunity question Combat Service Support(CSS)

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commanders/raters were given a positive assessment 63% of the time opposed to a mean positive assessment of 87% for the sample as a whole. A review of the narrative comments of the respondents tend to associate this negative assessment more closely to a female bias than to a racial bias. This is also suggested by the 1987 study which included separate female and racial bias questions and in which the strength of bias was noted in the same direction, for the entire sample. Where an initial response could be to find the CSS commanders/raters as lacking in this area this may not be an accurate conclusion. It should be noted that Combat Arms(CA) commanders/raters have little experience with female soldiers because of the low female soldier density in CA units. This is not the case with CSS units where the female density can approach 40%. Considering the differences in female soldier density between CA and CSS units, the assessment of CSS commanders/raters may provide a more realistic picture of this aspect of equal opportunity for the army as a whole.

ENDNOTES

1. Richard D. Lawrence, MG., "Trust and the Leader-Led Relationship," in the report of the <u>Proceedings of the Joint Services Conference on Professional Ethics IV</u>, p. 24 (hereafter referred to as JSCOPE).

2. Julius W. Becton Jr. LTG., "My Philosophy of Command," report of <u>JSCOPE</u>, p. 37.

3. <u>Ibid</u>.

4. Francis B. Galligan MAJ, <u>Military Professionalism and Ethics</u>, p.53.

5. Lewis Sorley, "Beyond Duty, Honor, Country," report of <u>JSCOPE</u>, p. 45.

6. John P. Lovell, "Ethics and Military Professionalism," report of <u>JSCOPE</u>, p. 18.

7. Steven C. Bok, "Can Ethics Be Taught," <u>Change</u>, October 1986, p. 28.

CHAPTER V

CONCLUSION

Recognizing the problems in these key areas, the question
remains, Why do our leaders do reasonably well in terms of
competence, race relations, loyalty to subordinates, personal
ethics and their willingness to confront subordinates yet at the
same time do much more poorly with the creation/sustainment of a
good communications climate, in understanding honest mistakes and
failures, with promotion oriented behavior and with the teaching
of ethics and values? I contend that this problem can be
attributed, in part, to our military school system that does not
adequately address the tough and relevant issues of ethics, to
many of our senior commanders who are not proactive in the
teaching of ethics or in ensuring that "ethical behavior" is a
key consideration in the assessments of their subordinates and to
our reward system, the officer evaluation report (OER). The
current OER has been touted as a success and is still considered
a viable performance assessment tool as it goes into its eighth
year of existence. This positive endorsement of its worth is
based on the one aspect of the report that provides for its use
as a discriminator of performance, the senior rater profile. The
balance of the report is for all practical purposes useless. The
rater portion is normally "maxed" with the highest of ratings in
the areas relating to professional competence and ethics and
ratings of "always exceeded requirements" and "promote ahead of
contemporaries," being required if the rated officer is to have a
chance of advancement beyond the grade of captain. The portion

of the OER that pertains to "ethics" is normally not used as a discriminator except in the most extreme cases. The intermediate rater, if there is one, only has the opportunity to provide a "narrative comment." Almost the entire credibility of this system rests on the shoulders of the senior rater, that rating official who is the farthest from the rated officer in terms of having first hand knowledge of his duty performance and demonstrated ethical values. One must ask how many officers that should be identified as not possessing exceptionally high ethics, "squeak by" because their raters do not want to take the responsibility for prematurely "killing their careers." Could it be that it was these same officers, serving as brigade commanders, who were identified in the 1987 and 1988 surveys as "lacking" in professional ethics?

It should be remembered that this assessment of the ethical climate of the army reflects the positive bias of "successful" battalion commanders.

Are we sure that our system for impressing the highest of ethical values into the minds of our future military leadership is up to the task? Is it possible that our reward system has created a senior officer corps that, in some key instances, cannot recall the values for which they, at one time, sought promotion in order to advance? [1] Does our officer corps know the difference between loyalty to a supervisor and loyalty to the constitution and its underlying elements of the preservation and expansion of human freedoms, individual dignity and equality under the law and the human rights of life, liberty and the

pursuit of happiness? Does our senior leadership understand that
the "ends never justify unethical means" and that it is never
right to lie? These are the questions of ethics and of values
and be it peacetime or wartime, soldiering is a dirty business
that brings out the worst or best in men.

The hypothesis of this study "That the ethical climate with
the army is not in need of significant improvement" was rejected.

<div align="center">ENDNOTES</div>

1. Lewis Sorley, Beyond Duty, Honor, Country, report of <u>JSCOPE</u>,
p. 45.

CHAPTER VI

RECOMMENDATIONS

Where our senior officers are doing well in many aspects of creating and sustaining a positive ethical climate, it is clear that much improvement is needed. Specific recommendations for improvement are:

- To improve the teaching of ethics in our service schools, by targeting the audience with "relevant" and "timely" issues, discussing controversial subjects and by providing a prescription for what is correct "ethical" behavior.

- To increase command emphasis, at the highest levels, on the teaching of ethics and by making this a mandatory area for comment on "all" commanders' OERs.

- To increase command emphasis on ensuring that senior officers are required to possess and demonstrate proper ethical behavior to include strict adherence to APRT and weight control standards. Senior officers that are unwilling to adhere to these standards should be required to retire.

- To make the area of senior officer ethics a subject of special interest during Inspector General Inspections in order to provide a control that will identify those commanders who are not interested in making the ethical climate of their command a priority matter.

- To revise the Officer Evaluation System to provide for the profiling of raters assessments in key areas such as "supports equal opportunity," "takes care of subordinates," "encourages frankness and candor in subordinates," "displays sound judgement," etc.. This profiling mechanism would be similar to that currently used for senior raters.

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MEMORANDUM FOR: SURVEY PARTICIPANTS

SUBJECT: SURVEY OF SENIOR OFFICER VALUES

1. The Secretary of the Army designated 1986 as the year of values. Our values are a product of the professional Army ethic and core soldier values. This professional Army ethic is the reference point from which an officer forms his foundation of values and therefore must be exemplified and fostered by our Senior Army leaders. Commanders are responsible for the clear articulation, transmission, and enforcement of Army values to members of their organization.

2. The purpose of this survey is to determine to what extent the immediate commanders we served under as Battalion level commanders fostered an ethical command climate in their organizations. As a recent Commander, you were in the position of personally witnessing the actions of a Senior Army leader (your rater) and you know to what degree he supported the Army ethic and its core values. Your frank and honest answers to the survey questions are vital in order for the survey to have any validity.

3. Your responses to the questions should be based upon your knowledge of your last rater when you were a Battalion level commander. Written comments may be placed on page 3 of the survey.

4. Do not place your name on the survey or answer sheet. No attempt will be made to match responses to individuals. The requested biographical data are solely for statistical control. Please be open in your responses.

5. Thank you for a few minutes of your time and cooperation in assisting with this study.

<div align="center">

STUDY TEAM

JOE YORK
DOUG WALTERHOUSE
DAN BOLIN
BOB McWARD

****** RETURN TO BOX 281 ******

</div>

GENERAL INSTRUCTIONS

1. Use only a NO. 2 pencil when filling out the answer sheet and make sure that the item number on the answer sheet is the same as the number of the question you are answering.

2. Select only one response to each question. Mark the block on the answer sheet that has the same number as the response you selected from the questionnaire.

3. If there is any question in this questionnaire that you are not able to answer, leave that answer space blank and go on to the next question.

4. Fill in the block on the answer sheet with a heavy mark, but do not go outside the lines of the block. Look at the examples below:

STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE
1	2	3	4	5	6	7	8	9

RIGHT WAY TO MARK   WRONG WAY TO MARK
  ANSWER SHEET   ANSWER SHEET

```
1 =0= ▄▄ =2= =3= =4= =5= =6= =7= ◁8▷ ◁9◁    77 =0= ✗ =0= =3= =4= =5= =6= ◁◁ =6= =9=
2 =0= =1= =2= =3= =4= =5= =6= ▄▄ =8= =9=    78 =0= =1= =2= =3= =4= =5= ◁◁ ✓ =8= =9=
3 =0= =1= =2= =3= ▄▄ =5= =6= =7= ◁8▷ =9=    79 =0= =1= =1= =3= ⬭ =1= =6= =7= =8= =9=
4 =0= =1= ▄▄ =3= =4= =5= =6= =7= ◁8▷ =9=    80 =0= =1= ✗ =3= =4= =5= =6= =7= =8= =9=
```

5. If you make a mistake, erase the mark completely before entering a new one.

6. When you are finished, please return your SCANTRON answer sheet and questionnaire to Box #281.

REMEMBER, EACH QUESTION PERTAINS TO YOUR LAST COMMAND RATER

1. When it came to ethical standards, there were no gray areas.

2. Did not allow the demands for meeting goals to foster unethical behavior.

3. Unethical behavior to accomplish the mission was rewarded.

4. Rater required the same standards of conduct and behavior of all soldiers.

5. Maintaining "good statistics" was a more important factor in receiving rewards than one's real contributions to the organization.

6. Always provided higher headquarters with honest reports.

7. Accepted responsibility for organizational failures.

8. Was not biased towards females.

9. Was not biased towards minorities.

10. A command climate existed where the rater could be told that pressure was being felt to do something unethical.

11. Honesty and frankness were rewarded.

12. Subordinates who displayed strong ethical convictions were viewed as not being a team player.

13. Avoided discussing ethical issues.

14. Discouraged unfavorable feedback from subordinates.

15. Was straightforward and honest in dealing with subordinates.

16. Counseled subordinates on a regular basis, i.e., "footlocker counseling".

17. Rewarded selfless service.

18. Penalized those whose actions were self-serving.

19. Distortion in reporting was not tolerated.

20. Would accept any mission or task from higher headquarters regardless of the ability of the organization to perform it.

1-3   38

21. Took corrective action against substandard leaders.

22. Would rather miss reenlistment objectives than reenlist substandard soldiers.

23. Would stand up to his superiors on behalf of his subordinates.

24. Covered up incidents which might cause him or the organization to look bad.

25. Exerted pressure that contributed to unethical competitive behavior.

26. Would take credit for work or accomplishments that rightly belonged to others.

27. Set the example for personal appearance.

28. Set the example for physical fitness.

29. Professed ethical standards were "lived out" in his everyday work and social behavior.

30. Demanded and enforced high standards of discipline within the organization.

31. Social behavior was above reproach.

32. Demonstrated confidence and trust in his subordinates.

33. Was intolerant of subordinates' failures or mistakes.

34. Cited examples of correct ethical behavior exhibited by others.

35. Clearly emphasized that demanding requirements do not justify "bending" our ethical norms.

36. Mandatory OER support form was used to discuss ethical guidelines.

37. Served as an ethical role model.

38. Conducted training on values.

39. Possessed the technical competence and leadership skills to perform his job.

40. Career goals did not take precedence over organizational goals.

41. Staying ahead of his peers was less important than actual organizational effectiveness.

42. I do not lie, cheat, steal or tolerate people who do truthfully characterizes my last rater.

43. "Do as I say, not as I do" describes my rater.

44. In which of the following categories is your branch.

COMBAT ARMS	COMBAT SUPPORT	COMBAT SERVICE SUPPORT
1	2	3

45. Type organization last commanded.   TOE   TDA
                                          1   2

46. Total months of command time at all levels.

12 OR FEWER	13-18	19-24	25-30	31-36	37-42	43-48	49 OR MORE
1	2	3	4	5	6	7	8

47. Location of Battalion Command.   CONUS   OCONUS
                                       1   2

48. Source of commission.

USMA	ROTC	OCS	DIRECT	OTHER
1	2	3	4	5

49. Grade of your rater while in command.

O5	O6	O7	OTHER
1	2	3	4

WRITTEN COMMENTS

Military Studies Questionaire-The Ethics of Brigade Commanders

1. What was the pay grade of your rater?

2. What was the branch of your rater?

3. What is your branch?

4. Was your rater a TOE or TDA Brigade Commander?

5. Was your command in CONUS or overseas?

6. How many months of command time do you have (at all grades)?

7. Was your rater technically and managerially competent to perform his duties as Brigade Commander?

8. Did your rater apply the same standards of conduct and behavior to all soldiers, regardless of race, religion or sex?

9. Did your rater facilitate/create a positive communications climate within the brigade in which his immediate subordinates could candidly express their opinion without fear of censure?

10. Was your rater understanding and tolerant of subordinates honest mistakes or failures?

11. Did your commander confront his subordinates when he became aware of significant deficiencies on their part?

12. Was your rater loyal to his subordinates?

13. Did your rater permit or encourage distorted or dishonest reporting of statistics, ie. USR?

14. Did your rater communicate that he would not condone the "bending" of ethical standards to accomplish demanding requirements?

15. Was your rater's behavior motivated by selfish, promotion oriented motives?

16. Was your rater's behavior a positive example of ethical/professional conduct?
17. Was your rater an active teacher of ethical standards, values?

18. In a few words/sentences summarize your feelings about your rater as a leader and ethical role model.

METHODOLOGY FOR DEVELOPMENT OF 1988 SURVEY QUESTIONS

The following themes were included in the conclusions of the 1970 AWC study and also identified as potential problem areas in the 1987 study.

1970 survey conclusion - "technical or managerial incompetence"
1987 statement #39 "possessed the technical competence and leadership skills to perform his job."
1988 question #7 "was your rater technically and managerially competent to perform his duties as Brigade Commander?"

1970 survey conclusion -"Inadequate communication between junior and senior."
1987 statements #10 "a command climate existed where the rater could be told that pressure was being felt to do something unethical."
    #11 "honesty and frankness were rewarded."
    #12 "subordinates who displayed strong ethical convictions were viewed as not being a team player."
    #14 "discouraged unfavorable feedback from subordinates."
    #16 "counseled subordinates on a regular basis, i.e., "footlocker counseling."
1988 Question #9 "did your rater facilitate/create a positive communications climate within the brigade in which his immediate subordinates could candidly express their opinions without fear of censure?"

1970 survey conclusion - "disloyalty to subordinates."
1987 statement #23 "would stand up to his superiors on behalf of his subordinates."
1988 question #12 "was your rater loyal to his subordinates?"

1970 survey conclusion - "distorted or dishonest reporting of status, statistics or officer efficiency."
1987 statement #6 "always provided higher headquarters with honest reports."
1988 question #13 "did your rater permit or encourage distorted or dishonest reporting of statistics, i.e. USR?"

1970 survey conclusion - "disregard for principles but total respect for accomplishing even the most trivial mission with zero defects."
1987 statements #2 "did not allow the demands for meeting goals to foster unethical behavior."
    #3 "unethical behavior to accomplish the mission was rewarded."
    #5 "maintaining "good statistics" was a more important factor in receiving rewards than one's real contribution to the organization."

APPENDIX 3   42

#22 "would rather miss reenlistment objectives than reenlist substandard soldiers."
#35 "clearly emphasized that demanding requirements do not justify "bending" our ethical norms."
1988 question #14 "did your rater communicate that he would not condone the "bending" of ethical standards to accomplish demanding requirements?"

1970 survey conclusion - "selfish, promotion oriented behavior."
1987 statements #7 "accepted responsibility for organizational failures."
#20 "would accept any mission or task from higher headquarters regardless of the ability of the organization to perform it."
#24 "covered up incidents which might cause him or the organization to look bad."
#26 "would take credit for work or accomplishments that rightly belonged to others."
#40 "career goals did not take precedence over organizational goals."
#41 "staying ahead of peers was less important than actual organizational effectiveness."
1988 question #15 "was your rater's behavior motivated by selfish, promotion oriented motives?"

1970 survey conclusion - "senior officers setting poor standards or ethical/professional behavior."
1987 statements #1 "when it came to ethical standards, there were no gray areas."
#25 "exerted pressure that contributed to unethical competitive behavior."
#27 "set the example for personal appearance."
#28 "set the example for physical fitness."
#29 "professed ethical standards were "lived out" in his everyday work and social behavior."
#31 "social behavior was beyond reproach."
#37 "served as an ethical role model."
#42 "I do not lie, cheat, steal or tolerate people who do truthfully characterizes my last rater."
#43 "do as I say, not as I do, describes my rater."
1988 question #16 "was you rater's personal behavior a positive example of ethical/professional conduct?"

The following themes were not included in the conclusions of the 1970 study but were identified as potential problem areas in the 1987 study.

1987 statements #4 "rater required the same standards of conduct and behavior of all soldiers."
#8 "was not biased towards females."
#9 "was not biased towards minorities."

1988 question #8 "did your rater apply the same standards of conduct and behavior to all soldiers, regardless of race religion or sex?"

1987 statement #33 "was intolerant of subordinate's failures or mistakes."
1988 question #10 "was your rater understanding and tolerant of subordinates honest mistakes or failures?"

1987 statements #18 "penalized those whose actions were self-serving."
#15 "was straightforward and honest in dealing with subordinates.
#21 "took corrective action against substandard leaders."
1988 question # 11 "did your commander confront his subordinates when he became aware of significant deficiencies on their part?"

1987 statements #13 "avoided discussing ethical issues."
#34 "cited examples of correct ethical behavior exhibited by others."
#36 "mandatory OER support form was used to discuss ethical guidelines,"
#38 "conducted training on values."
1988 question #17 "was your rater an active teacher of ethical standards/values?"

Number of Valid Observations (Listwise) =   118.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.25	2.16	4.00	- 4	COMPETENCE
RACE	2.24	1.54	4.00	- 3.33	RACE RELATIONS
COMMUN	1.52	1.79	4.00	- 2.60	COMMUNICATIONS CLIMATE
Q33	.99	2.38	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.39	1.65	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.85	2.19	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.17	1.86	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.98	1.59	4.00	- 2.80	BENDS ETHICAL STANDARDS
SELFISH	1.73	1.75	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.97	1.78	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.93	1.83	4.00	- 4.00	TEACHER OF ETHICS/VALUES

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Number of Valid Observations (Listwise) =   51.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.51	1.93	4.00	- 4	COMPETENCE
RACE	2.22	1.36	4.00	- 1.33	RACE RELATIONS
COMMUN	1.48	1.88	4.00	- 2.60	COMMUNICATIONS CLIMATE
Q33	.88	2.34	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.43	1.64	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	2.00	2.12	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.25	1.84	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.96	1.63	4.00	- 2.80	BENDS ETHICAL STANDARDS
SELFISH	1.79	1.76	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	2.03	1.77	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.73	1.80	4.00	- 4.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   20.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	1.85	2.37	4.00	- 4	COMPETENCE
RACE	2.02	1.87	4.00	- 2.33	RACE RELATIONS
COMMUN	1.34	1.99	4.00	- 2.00	COMMUNICATIONS CLIMATE
Q33	.80	2.78	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.20	1.75	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.60	2.74	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	1.73	2.17	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.92	1.91	4.00	- 2.20	BENDS ETHICAL STANDARDS
SELFISH	1.38	2.20	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.68	2.12	4.00	- 2.33	POOR PERSONAL ETHICS/VALUE
TEACHER	1.19	2.14	4.00	- 2.75	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   20.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	1.50	2.56	4.00	- 4	COMPETENCE
RACE	1.77	1.95	4.00	- 3.77	RACE RELATIONS
COMMUN	.80	1.59	3.20	- 2.40	COMMUNICATIONS CLIMATE
Q33	.80	2.26	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	.85	1.62	3.33	- 3.33	CONFRONTS SUBORDINATES
Q23	.65	2.39	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	1.72	2.04	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.28	1.64	3.60	- 2.40	BENDS ETHICAL STANDARDS
SELFISH	1.24	1.82	3.63	- 3.00	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.09	1.74	3.33	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.15	1.81	4.00	- 3.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   71.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.15	2.12	4.00	- 4	COMPETENCE
RACE	2.08	1.59	4.00	- 3.33	RACE RELATIONS
COMMUN	1.22	1.91	4.00	- 2.60	COMMUNICATIONS CLIMATE
Q33	.65	2.31	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.13	1.61	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.61	2.35	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.02	1.92	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.75	1.68	4.00	- 2.80	BENDS ETHICAL STANDARDS
SELFISH	1.51	1.77	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.71	1.81	4.00	- 2.57	POOR PERSONAL ETHICS/VALUE
TEACHER	.51	1.37	4.00	- 4.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) = 19.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.32	2.29	4.00	- 4	COMPETENCE
RACE	2.63	1.10	4.00	.67	RACE RELATIONS
COMMUN	2.21	1.50	4.00	- 1.60	COMMUNICATIONS CLIMATE
Q33	1.84	2.01	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	-1.82	1.74	4.00	- 2.33	CONFRONTS SUBORDINATES
Q23	2.42	1.54	4.00	- 2	LOYALTY TO SUBORDINATES
DISTORT	2.47	1.58	4.00	- 2.00	DISTORTED REPORTING
PRINCIPL	2.53	.97	4.00	.20	BENDS ETHICAL STANDARDS
SELFISH	2.17	1.29	3.67	- .83	PROMOTION ORIENTED BEHAVIO
POORSTDS	2.52	1.30	4.00	- .22	POOR PERSONAL ETHICS/VALUE
TEACHER	1.49	1.31	3.50	- 1.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   17.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q19	1.94	2.70	4.00	- 4	COMPETENCE
RACE	1.88	1.82	4.00	- 2.33	RACE RELATIONS
COMMUN	1.65	1.69	4.00	- 1.80	COMMUNICATIONS CLIMATE
Q33	1.53	2.67	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.67	1.93	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.76	2.49	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	1.91	2.26	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.93	1.90	4.00	- 2.20	BENDS ETHICAL STANDARDS
SELFISH	1.73	2.36	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.91	2.24	4.00	- 2.33	POOR PERSONAL ETHICS/VALUE
TEACHER	1.43	1.86	4.00	- 2.75	TEACHER OF ETHICS/VALUES

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Number of Valid Observations (Listwise) =   91.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.14	2.20	4.00	- 4	COMPETENCE
RACE	2.07	1.62	4.00	- 3.33	RACE RELATIONS
COMMUN	1.31	1.84	4.00	- 2.60	COMMUNICATIONS CLIMATE
Q33	.80	2.40	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.25	1.66	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.66	2.33	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.02	1.95	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.80	1.70	4.00	- 2.80	BENDS ETHICAL STANDARDS
SELFISH	1.53	1.87	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.75	1.86	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.72	1.89	4.00	- 4.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   21.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q19	2.38	2.20	4.00	- 4	COMPETENCE
RACE	2.60	1.17	4.00	.67	RACE RELATIONS
COMMUN	2.29	1.48	4.00	- 1.60	COMMUNICATIONS CLIMATE
Q33	1.90	1.92	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.87	1.74	4.00	- 2.33	CONFRONTS SUBORDINATES
Q23	2.48	1.50	4.00	- 2	LOYALTY TO SUBORDINATES
DISTORT	2.52	1.54	4.00	- 2.00	DISTORTED REPORTING
PRINCIPL	2.48	.94	4.00	.20	BENDS ETHICAL STANDARDS
SELFISH	2.17	1.23	3.67	- .83	PROMOTION ORIENTED BEHAVIO
POORSTDS	2.56	1.29	4.00	- .22	POOR PERSONAL ETHICS/VALUE
TEACHER	1.61	1.36	4.00	- 1.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   27.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.78	1.58	4.00	⁻ 2	COMPETENCE
RACE	2.33	1.15	4.00	⁻ 1.00	RACE RELATIONS
COMMUN	1.75	1.64	4.00	⁻ 2.60	COMMUNICATIONS CLIMATE
Q33	1.11	2.12	4.00	⁻ 3	UNDERSTANDING OF MISTAKES
CONFRONT	1.64	1.56	4.00	⁻ 3.33	CONFRONTS SUBORDINATES
Q23	2.33	2.00	4.00	⁻ 4	LOYALTY TO SUBORDINATES
DISTORT	2.43	1.84	4.00	⁻ 4.00	DISTORTED REPORTING
PRINCIPL	2.08	1.53	4.00	⁻ 2.80	BENDS ETHICAL STANDARDS
SELFISH	· 2.02	1.77	4.00	⁻ 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	2.28	1.67	4.00	⁻ 1.33	POOR PERSONAL ETHICS/VALUE
TEACHER	1.16	1.70	4.00	⁻ 4.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   23.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.22	2.32	4.00	- 4	COMPETENCE
RACE	2.17	1.58	4.00	- 1.33	RACE RELATIONS
COMMUN	1.35	2.00	4.00	- 2.40	COMMUNICATIONS CLIMATE
Q33	.74	2.58	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.36	1.57	4.00	- 1.33	CONFRONTS SUBORDINATES
Q23	1.74	2.20	4.00	- 2	LOYALTY TO SUBORDINATES
DISTORT	2.09	1.87	4.00	- 2.00	DISTORTED REPORTING
PRINCIPL	1.94	1.72	4.00	- 2.40	BENDS ETHICAL STANDARDS
SELFISH	1.60	1.81	4.00	- 2.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.92	1.71	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.35	1.78	3.50	- 3.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   48.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.23	2.35	4.00	- 4	COMPETENCE
RACE	1.99	1.75	4.00	- 3.33	RACE RELATIONS
COMMUN	1.49	1.70	4.00	- 2.60	COMMUNICATIONS CLIMATE
Q33	.90	2.30	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.40	1.78	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.75	2.44	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.21	2.10	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.86	1.71	4.00	- 2.80	BENDS ETHICAL STANDARDS
SELFISH	1.63	1.98	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.87	1.90	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	1.02	1.86	4.00	- 4.00	TEACHER OF ETHICS/VALUES

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Number of Valid Observations (Listwise) =   41.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.00	2.07	4.00	- 4	COMPETENCE
RACE	2.19	1.48	4.00	- 1.33	RACE RELATIONS
COMMUN	1.16	1.93	4.00	- 2.40	COMMUNICATIONS CLIMATE
Q33	.73	2.55	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.15	1.43	4.00	- 1.33	CONFRONTS SUBORDINATES
Q23	1.56	2.23	4.00	- 2	LOYALTY TO SUBORDINATES
DISTORT	1.79	1.80	4.00	- 2.00	DISTORTED REPORTING
PRINCIPL	1.75	1.69	4.00	- 2.40	BENDS ETHICAL STANDARDS
SELFISH	1.52	1.77	4.00	- 2.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.67	1.77	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.40	1.85	3.75	- 3.00	TEACHER OF ETHICS/VALUES

4-13   57

Number of Valid Observations (Listwise) =   67.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.57	1.90	4.00	- 4	COMPETENCE
RACE	2.35	1.33	4.00	- 1.33	RACE RELATIONS
COMMUN	1.63	1.84	4.00	- 2.60	COMMUNICATIONS CLIMATE
Q33	1.18	2.27	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.59	1.58	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	2.03	2.02	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.34	1.77	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	2.12	1.52	4.00	- 2.80	BENDS ETHICAL STANDARDS
SELFISH	1.89	1.68	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	2.18	1.70	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.84	1.74	4.00	- 4.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   27.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	1.78	2.38	4.00	- 4	COMPETENCE
RACE	2.12	1.70	4.00	- 2.33	RACE RELATIONS
COMMUN	1.48	1.76	4.00	- 2.00	COMMUNICATIONS CLIMATE
Q33	.85	2.67	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.10	1.80	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.89	2.44	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	1.85	1.96	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	2.04	1.71	4.00	- 2.20	BENDS ETHICAL STANDARDS
SELFISH	1.59	1.95	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.87	1.91	4.00	- 2.33	POOR PERSONAL ETHICS/VALUE
TEACHER	1.34	1.91	4.00	- 2.75	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   24.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	1.92	2.52	4.00	- 4	COMPETENCE
RACE	2.04	1.92	4.00	- 3.33	RACE RELATIONS
COMMUN	1.26	1.72	4.00	- 2.40	COMMUNICATIONS CLIMATE
Q33	.62	2.37	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.15	1.67	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.29	2.37	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.06	2.01	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	1.53	1.63	4.00	- 2.40	BENDS ETHICAL STANDARDS
SELFISH	1.45	1.75	3.83	- 3.00	PROMOTION ORIENTED BEHAVIO
POORSTDS	1.47	1.83	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.71	2.00	4.00	- 3.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   17.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.29	2.34	4.00	- 4	COMPETENCE
RACE	2.55	1.79	4.00	- 3.33	RACE RELATIONS
COMMUN	1.33	1.94	3.60	- 2.40	COMMUNICATIONS CLIMATE
Q33	1.18	2.58	4.00	- 2	UNDERSTANDING OF MISTAKES
CONFRONT	1.69	2.08	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	1.82	2.53	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.24	2.22	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	2.09	1.87	4.00	- 2.40	BENDS ETHICAL STANDARDS
SELFISH	1.68	1.83	3.50	- 3.00	PROMOTION ORIENTED BEHAVIO
POORSTDS	2.00	1.97	4.00	- 2.67	POOR PERSONAL ETHICS/VALUE
TEACHER	.49	2.12	3.00	- 3.00	TEACHER OF ETHICS/VALUES

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Number of Valid Observations (Listwise) =   71.00

Variable	Mean	Std Dev	Maximum	Minimum	Label
Q39	2.30	2.09	4.00	- 4	COMPETENCE
RACE	2.19	1.54	4.00	- 2.67	RACE RELATIONS
COMMUN	.1.57	1.79	4.00	- 2.60	COMMUNICATIONS CLIMATE
Q33	.85	2.36	4.00	- 4	UNDERSTANDING OF MISTAKES
CONFRONT	1.36	1.61	4.00	- 3.33	CONFRONTS SUBORDINATES
Q23	2.03	2.10	4.00	- 4	LOYALTY TO SUBORDINATES
DISTORT	2.25	1.83	4.00	- 4.00	DISTORTED REPORTING
PRINCIPL	2.06	1.51	4.00	- 2.80	BENDS ETHICAL STANDARDS
SELFISH	1.76	1.78	4.00	- 3.50	PROMOTION ORIENTED BEHAVIO
POORSTDS	2.07	1.71	4.00	- 2.33	POOR PERSONAL ETHICS/VALUE
TEACHER	.98	1.71	4.00	- 4.00	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   62.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.84	.37	1	2	COMPETENCE
Q08	1.87	.34	1	2	RACE RELATIONS
Q09	1.71	.46	1	2	COMMUNICATIONS CLIMATE
Q10	1.76	.43	1	2	UNDERSTANDING OF MISTAKES
Q11	1.84	.37	1	2	CONFRONTS SUBORDINATES
Q12	1.84	.37	1	2	LOYALTY TO SUBORDINATES
Q13	1.97	.18	1	2	DISTORTED REPORTING
Q14	1.76	.43	1	2	BENDS ETHICAL STANDARDS
Q15	1.76	.43	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.84	.37	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.63	.49	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   54.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.81	.39	1	2	COMPETENCE
Q08	1.71	.29	1	2	RACE RELATIONS
Q09	1.70	.46	1	2	COMMUNICATIONS CLIMATE
Q10	1.74	.44	1	2	UNDERSTANDING OF MISTAKES
Q11	1.83	.38	1	2	CONFRONTS SUBORDINATES
Q12	1.83	.38	1	2	LOYALTY TO SUBORDINATES
Q13	1.96	.19	1	2	DISTORTED REPORTING
Q14	1.76	.43	1	2	BENDS ETHICAL STANDARDS
Q15	1.76	.43	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.83	.38	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.65	.48	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   8.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	2.00	0.0	2	2	COMPETENCE
Q08	1.63	.52	1	2	RACE RELATIONS
Q09	1.75	.46	1	2	COMMUNICATIONS CLIMATE
Q10	1.88	.35	1	2	UNDERSTANDING OF MISTAKES
Q11	1.88	.35	1	2	CONFRONTS SUBORDINATES
Q12	1.87	.35	1	2	LOYALTY TO SUBORDINATES
Q13	2.00	0.0	2	2	DISTORTED REPORTING
Q14	1.75	.46	1	2	BENDS ETHICAL STANDARDS
Q15	1.75	.46	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.88	.35	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.50	.53	1	2	TEACHER OF ETHICS/VALUES

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Number of Valid Observations (Listwise) =   34.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.74	.45	1	2	COMPETENCE
Q08	1.88	.33	1	2	RACE RELATIONS
Q09	1.65	.49	1	2	COMMUNICATIONS CLIMATE
Q10	1.65	.49	1	2	UNDERSTANDING OF MISTAKES
Q11	1.79	.41	1	2	CONFRONTS SUBORDINATES
Q12	1.74	.45	1	2	LOYALTY TO SUBORDINATES
Q13	1.97	.17	1	2	DISTORTED REPORTING
Q14	1.76	.43	1	2	BENDS ETHICAL STANDARDS
Q15	1.65	.49	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.76	.43	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.65	.49	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   28.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.96	.19	1	2	COMPETENCE
Q08	1.85	.36	1	2	RACE RELATIONS
Q09	1.79	.42	1	2	COMMUNICATIONS CLIMATE
Q10	1.89	.31	1	2	UNDERSTANDING OF MISTAKES
Q11	1.89	.31	1	2	CONFRONTS SUBORDINATES
Q12	1.96	.19	1	2	LOYALTY TO SUBORDINATES
Q13	1.96	.19	1	2	DISTORTED REPORTING
Q14	1.75	.44	1	2	BENDS ETHICAL STANDARDS
Q15	1.89	.31	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.93	.26	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.61	.50	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   43.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.79	.41	1	2	COMPETENCE
Q08	1.93	.26	1	2	RACE RELATIONS
Q09	1.74	.44	1	2	COMMUNICATIONS CLIMATE
Q10	1.77	.43	1	2	UNDERSTANDING OF MISTAKES
Q11	1.93	.26	1	2	CONFRONTS SUBORDINATES
Q12	1.84	.37	1	2	LOYALTY TO SUBORDINATES
Q13	1.95	.21	1	2	DISTORTED REPORTING
Q14	1.77	.43	1	2	BENDS ETHICAL STANDARDS
Q15	1.77	.43	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.86	.35	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.58	.50	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   19.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.95	.23	1	2	COMPETENCE
Q08	1.74	.45	1	2	RACE RELATIONS
Q09	1.63	.50	1	2	COMMUNICATIONS CLIMATE
Q10	1.74	.45	1	2	UNDERSTANDING OF MISTAKES
Q11	1.63	.50	1	2	CONFRONTS SUBORDINATES
Q12	1.84	.37	1	2	LOYALTY TO SUBORDINATES
Q13	2.00	0.0	2	2	DISTORTED REPORTING
Q14	1.74	.45	1	2	BENDS ETHICAL STANDARDS
Q15	1.74	.45	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.79	.42	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.74	.45	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   43.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.77	.43	1	2	COMPETENCE
Q08	1.91	.29	1	2	RACE RELATIONS
Q09	1.70	.46	1	2	COMMUNICATIONS CLIMATE
Q10	1.67	.47	1	2	UNDERSTANDING OF MISTAKES
Q11	1.81	.39	1	2	CONFRONTS SUBORDINATES
Q12	1.79	.41	1	2	LOYALTY TO SUBORDINATES
Q13	1.98	.15	1	2	DISTORTED REPORTING
Q14	1.70	.46	1	2	BENDS ETHICAL STANDARDS
Q15	1.70	.46	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.79	.41	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.60	.49	1	2	TEACHER OF ETHICS/VALUES

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Number of Valid Observations (Listwise) =   10.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	2.00	0.0	2	2	COMPETENCE
Q08	2.00	0.0	2	2	RACE RELATIONS
Q09	1.90	.32	1	2	COMMUNICATIONS CLIMATE
Q10	2.00	0.0	2	2	UNDERSTANDING OF MISTAKES
Q11	1.90	.32	1	2	CONFRONTS SUBORDINATES
Q12	2.00	0.0	2	2	LOYALTY TO SUBORDINATES
Q13	2.00	0.0	2	2	DISTORTED REPORTING
Q14	2.00	0.0	2	2	BENDS ETHICAL STANDARDS
Q15	2.00	0.0	2	2	PROMOTION ORIENTED BEHAVIO
Q16	2.00	0.0	2	2	POOR PERSONAL ETHICS/VALUE
Q17	1.60	.52	1	2	TEACHER OF ETHICS/VALUES

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Number of Valid Observations (Listwise) =   9.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	2.00	0.0	2	2	COMPETENCE
Q08	1.56	.53	1	2	RACE RELATIONS
Q09	1.56	.53	1	2	COMMUNICATIONS CLIMATE
Q10	1.89	.33	1	2	UNDERSTANDING OF MISTAKES
Q11	1.89	.33	1	2	CONFRONTS SUBORDINATES
Q12	1.89	.33	1	2	LOYALTY TO SUBORDINATES
Q13	1.89	.33	1	2	DISTORTED REPORTING
Q14	1.78	.44	1	2	BENDS ETHICAL STANDARDS
Q15	1.78	.44	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.89	.33	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.78	.44	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   52.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.81	.40	1	2	COMPETENCE
Q08	1.85	.36	1	2	RACE RELATIONS
Q09	1.67	.47	1	2	COMMUNICATIONS CLIMATE
Q10	1.71	.46	1	2	UNDERSTANDING OF MISTAKES
Q11	1.83	.38	1	2	CONFRONTS SUBORDINATES
Q12	1.81	.40	1	2	LOYALTY TO SUBORDINATES
Q13	1.98	.14	1	2	DISTORTED REPORTING
Q14	1.75	.44	1	2	BENDS ETHICAL STANDARDS
Q15	1.73	.45	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.81	.40	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.62	.49	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   10.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	2.00	0.0	2	2	COMPETENCE
Q08	2.00	0.0	2	2	RACE RELATIONS
Q09	1.90	.32	1	2	COMMUNICATIONS CLIMATE
Q10	2.00	0.0	2	2	UNDERSTANDING OF MISTAKES
Q11	1.90	.32	1	2	CONFRONTS SUBORDINATES
Q12	2.00	0.0	2	2	LOYALTY TO SUBORDINATES
Q13	1.90	.32	1	2	DISTORTED REPORTING
Q14	1.80	.42	1	2	BENDS ETHICAL STANDARDS
Q15	1.90	.32	1	2	PROMOTION ORIENTED BEHAVIO
Q16	2.00	0.0	2	2	POOR PERSONAL ETHICS/VALUE
Q17	1.70	.48	1	2	TEACHER OF ETHICS/VALUES

5-12

Number of Valid Observations (Listwise) =   23.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.87	.34	1	2	COMPETENCE
Q08	1.91	.29	1	2	RACE RELATIONS
Q09	1.78	.42	1	2	COMMUNICATIONS CLIMATE
Q10	1.74	.45	1	2	UNDERSTANDING OF MISTAKES
Q11	1.91	.29	1	2	CONFRONTS SUBORDINATES
Q12	1.83	.39	1	2	LOYALTY TO SUBORDINATES
Q13	1.96	.21	1	2	DISTORTED REPORTING
Q14	1.87	.34	1	2	BENDS ETHICAL STANDARDS
Q15	1.83	.39	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.87	.34	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.61	.50	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   20.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.70	.47	1	2	COMPETENCE
Q08	1.95	.22	1	2	RACE RELATIONS
Q09	1.70	.47	1	2	COMMUNICATIONS CLIMATE
Q10	1.80	.41	1	2	UNDERSTANDING OF MISTAKES
Q11	1.95	.22	1	2	CONFRONTS SUBORDINATES
Q12	1.85	.37	1	2	LOYALTY TO SUBORDINATES
Q13	1.95	.22	1	2	DISTORTED REPORTING
Q14	1.65	.49	1	2	BENDS ETHICAL STANDARDS
Q15	1.70	.47	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.85	.37	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.55	.51	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   18.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.94	.24	1	2	COMPETENCE
Q08	1.78	.43	1	2	RACE RELATIONS
Q09	1.67	.49	1	2	COMMUNICATIONS CLIMATE
Q10	1.78	.43	1	2	UNDERSTANDING OF MISTAKES
Q11	1.67	.49	1	2	CONFRONTS SUBORDINATES
Q12	1.89	.32	1	2	LOYALTY TO SUBORDINATES
Q13	2.00	0.0	2	2	DISTORTED REPORTING
Q14	1.78	.43	1	2	BENDS ETHICAL STANDARDS
Q15	1.78	.43	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.78	.43	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.78	.43	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   1.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	2.00	.	2	2	COMPETENCE
Q08	1.00	.	1	1	RACE RELATIONS
Q09	1.00	.	1	1	COMMUNICATIONS CLIMATE
Q10	1.00	.	1	1	UNDERSTANDING OF MISTAKES
Q11	1.00	.	1	1	CONFRONTS SUBORDINATES
Q12	1.00	.	1	1	LOYALTY TO SUBORDINATES
Q13	2.00	.	2	2	DISTORTED REPORTING
Q14	1.00	.	1	1	BENDS ETHICAL STANDARDS
Q15	1.00	.	1	1	PROMOTION ORIENTED BEHAVIO
Q16	2.00	.	2	2	POOR PERSONAL ETHICS/VALUE
Q17	1.00	.	1	1	TEACHER OF ETHICS/VALUES

5-16

Number of Valid Observations (Listwise) =   44.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.77	.42	1	2	COMPETENCE
Q08	1.89	.32	1	2	RACE RELATIONS
Q09	1.66	.48	1	2	COMMUNICATIONS CLIMATE
Q10	1.68	.47	1	2	UNDERSTANDING OF MISTAKES
Q11	1.82	.39	1	2	CONFRONTS SUBORDINATES
Q12	1.80	.41	1	2	LOYALTY TO SUBORDINATES
Q13	1.98	.15	1	2	DISTORTED REPORTING
Q14	1.75	.44	1	2	BENDS ETHICAL STANDARDS
Q15	1.73	.45	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.80	.41	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.64	.49	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   8.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	2.00	0.0	2	2	COMPETENCE
Q08	1.63	.52	1	2	RACE RELATIONS
Q09	1.75	.46	1	2	COMMUNICATIONS CLIMATE
Q10	1.88	.35	1	2	UNDERSTANDING OF MISTAKES
Q11	1.88	.35	1	2	CONFRONTS SUBORDINATES
Q12	1.87	.35	1	2	LOYALTY TO SUBORDINATES
Q13	2.00	0.0	2	2	DISTORTED REPORTING
Q14	1.75	.46	1	2	BENDS ETHICAL STANDARDS
Q15	1.75	.46	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.88	.35	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.50	.53	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   33.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.73	.45	1	2	COMPETENCE
Q08	1.91	.29	1	2	RACE RELATIONS
Q09	1.70	.47	1	2	COMMUNICATIONS CLIMATE
Q10	1.70	.47	1	2	UNDERSTANDING OF MISTAKES
Q11	1.94	.24	1	2	CONFRONTS SUBORDINATES
Q12	1.79	.42	1	2	LOYALTY TO SUBORDINATES
Q13	1.97	.17	1	2	DISTORTED REPORTING
Q14	1.76	.44	1	2	BENDS ETHICAL STANDARDS
Q15	1.73	.45	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.82	.39	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.55	.51	1	2	TEACHER OF ETHICS/VALUES

5-19

Number of Valid Observations (Listwise) =   19.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.95	.23	1	2	COMPETENCE
Q08	1.74	.45	1	2	RACE RELATIONS
Q09	1.63	.50	1	2	COMMUNICATIONS CLIMATE
Q10	1.74	.45	1	2	UNDERSTANDING OF MISTAKES
Q11	1.63	.50	1	2	CONFRONTS SUBORDINATES
Q12	1.84	.37	1	2	LOYALTY TO SUBORDINATES
Q13	2.00	0.0	2	2	DISTORTED REPORTING
Q14	1.74	.45	1	2	BENDS ETHICAL STANDARDS
Q15	1.74	.45	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.79	.42	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.74	.45	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   29.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.86	.35	1	2	COMPETENCE
Q08	1.90	.31	1	2	RACE RELATIONS
Q09	1.69	.47	1	2	COMMUNICATIONS CLIMATE
Q10	1.69	.47	1	2	UNDERSTANDING OF MISTAKES
Q11	1.76	.44	1	2	CONFRONTS SUBORDINATES
Q12	1.83	.38	1	2	LOYALTY TO SUBORDINATES
Q13	1.97	.19	1	2	DISTORTED REPORTING
Q14	1.83	.38	1	2	BENDS ETHICAL STANDARDS
Q15	1.79	.41	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.79	.41	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.69	.47	1	2	TEACHER OF ETHICS/VALUES

5-21

Number of Valid Observations (Listwise) =   15.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.60	.51	1	2	COMPETENCE
Q08	1.87	.35	1	2	RACE RELATIONS
Q09	1.60	.51	1	2	COMMUNICATIONS CLIMATE
Q10	1.67	.49	1	2	UNDERSTANDING OF MISTAKES
Q11	1.93	.26	1	2	CONFRONTS SUBORDINATES
Q12	1.73	.46	1	2	LOYALTY TO SUBORDINATES
Q13	2.00	0.0	2	2	DISTORTED REPORTING
Q14	1.60	.51	1	2	BENDS ETHICAL STANDARDS
Q15	1.60	.51	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.80	.41	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.53	.52	1	2	TEACHER OF ETHICS/VALUES

Number of Valid Observations (Listwise) =   3.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	2.00	0.0	2	2	COMPETENCE
Q08	1.67	.58	1	2	RACE RELATIONS
Q09	1.67	.58	1	2	COMMUNICATIONS CLIMATE
Q10	2.00	0.0	2	2	UNDERSTANDING OF MISTAKES
Q11	2.00	0.0	2	2	CONFRONTS SUBORDINATES
Q12	1.67	.58	1	2	LOYALTY TO SUBORDINATES
Q13	2.00	0.0	2	2	DISTORTED REPORTING
Q14	1.33	.58	1	2	BENDS ETHICAL STANDARDS
Q15	1.67	.58	1	2	PROMOTION ORIENTED BEHAVIO
Q16	2.00	0.0	2	2	POOR PERSONAL ETHICS/VALUE
Q17	1.33	.58	1	2	TEACHER OF ETHICS/VALUES

5-23

Number of Valid Observations (Listwise) =   48.00

Variable	Mean	Std Dev	Minimum	Maximum	Label
Q07	1.79	.41	1	2	COMPETENCE
Q08	1.88	.33	1	2	RACE RELATIONS
Q09	1.69	.47	1	2	COMMUNICATIONS CLIMATE
Q10	1.71	.46	1	2	UNDERSTANDING OF MISTAKES
Q11	1.81	.39	1	2	CONFRONTS SUBORDINATES
Q12	1.85	.36	1	2	LOYALTY TO SUBORDINATES
Q13	1.96	.20	1	2	DISTORTED REPORTING
Q14	1.75	.44	1	2	BENDS ETHICAL STANDARDS
Q15	1.73	.45	1	2	PROMOTION ORIENTED BEHAVIO
Q16	1.81	.39	1	2	POOR PERSONAL ETHICS/VALUE
Q17	1.67	.48	1	2	TEACHER OF ETHICS/VALUES

Independent samples of GRP

Group 1:   GRP   EQ   1.00 (BG)   Group 2:   GRP   EQ   2.00 (COL)

t-test for: Q39   COMPETENCE

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	2.3810	2.202	.480
Group 2	91	2.1429	2.199	.231

F Value	2-Tail Prob.	Pooled Variance Estimate			Separate Variance Estimate		
		t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.00	.935	.45	110	.656	.45	29.91	.658

t-test for: RACE   RACE RELATIONS

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	-2.6032	1.172	.256
Group 2	91	-2.0733	1.616	.169

F Value	2-Tail Prob.	Pooled Variance Estimate			Separate Variance Estimate		
		t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.90	.103	1.42	110	.159	1.73	39.70	.092

Appendix 6

Independent samples of   GRP

Group 1: GRP   EQ   1.00 (BG)   Group 2: GRP   EQ   2.00 (COL)

t-test for: COMMUN   COMMUNICATIONS CLIMATE

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	2.2857	1.481	.323
Group 2	91	1.3143	1.843	.193

F Value	2-Tail Prob.		t Value	Pooled Variance Estimate Degrees of Freedom	2-Tail Prob.		t Value	Separate Variance Estimate Degrees of Freedom	2-Tail Prob.
1.55	.267		2.25	110	.026		2.58	35.82	.014

t-test for: QII   UNDERSTANDING OF MISTAKES

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	1.9048	1.921	.419
Group 2	91	.8022	2.400	.252

F Value	2-Tail Prob.		t Value	Pooled Variance Estimate Degrees of Freedom	2-Tail Prob.		t Value	Separate Variance Estimate Degrees of Freedom	2-Tail Prob.
1.56	.258		1.96	110	.052		2.26	35.97	.030

6-2

Independent samples of GRP

Group 1: GRP   EQ   1.00 (BG)   Group 2: GRP   EQ   2.00 (COL)

t-test for: CONFRONT   CONFRONTS SUBORDINATES

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	1.8730	1.743	.380
Group 2	91	1.2527	1.659	.174

		Pooled Variance Estimate			Separate Variance Estimate		
F Value	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.10	.719	1.53	110	.129	1.48	28.95	.149

t-test for: Q23   LOYALTY TO SUBORDINATES

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	2.4762	1.504	.328
Group 2	91	1.6593	2.334	.245

		Pooled Variance Estimate			Separate Variance Estimate		
F Value	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
2.41	.025	1.53	110	.129	2.00	45.31	.052

6-3   89

Independent samples of GRP

Group 1: GRP EQ 1.00 (BG) Group 2: GRP EQ 2.00 (COL)

t-test for: DISTORT DISTORTED REPORTING

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	2.5238	1.537	.335
Group 2	91	2.0165	1.954	.205

		Pooled Variance Estimate			Separate Variance Estimate		
F Value	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.62	.221	1.11	110	.269	1.29	36.58	.205

t-test for: PRINCIPL BENDS ETHICAL STANDARDS

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	2.4762	.939	.205
Group 2	91	1.8044	1.701	.178

		Pooled Variance Estimate			Separate Variance Estimate		
F Value	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
3.28	.004	1.75	110	.084	2.47	54.78	.017

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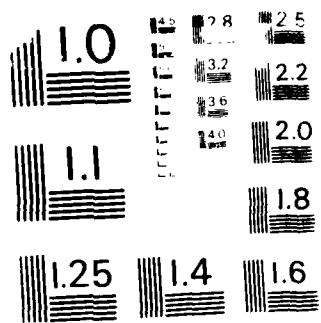
Independent samples of GRP

Group 1: GRP   EQ   1.00 (BG)   Group 2: GRP   EQ   2.00 (COL)

t-test for: SELFISH   PROMOTION ORIENTED BEHAVIOR

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	2.1667	1.233	.269
Group 2	91	1.5788	1.874	.196

F Value	2-Tail Prob.	Pooled Variance Estimate			Separate Variance Estimate		
		t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
2.31	.036	1.37	110	.174	1.76	44.24	.084

t-test for: POORSTDS   POOR PERSONAL ETHICS/VALUES

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	2.5556	1.286	.281
Group 2	91	1.7485	1.861	.195

F Value	2-Tail Prob.	Pooled Variance Estimate			Separate Variance Estimate		
		t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
2.09	.062	1.88	110	.062	2.36	41.83	.023

6-5

Independent samples of   GRP

Group 1: GRP   EQ   1.00 (BG)   Group 2: GRP   EQ   2.00 (COL)

t-test for: TEACHER   TEACHER OF ETHICS/VALUES

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	21	1.6071	1.359	.297
Group 2	91	.7225	1.886	.198

		Pooled Variance Estimate			Separate Variance Estimate		
F Value	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.93	.097	2.03	110	.045	2.48	39.96	.017

6-6

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